



State of New Jersey 2014-15

OVERVIEW

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GRADE SPAN 09-12

23-3140-050

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The New Jersey Department of Education (NJDOE) is pleased to present these annual reports of School Performance. These reports are designed to inform parents, educators and communities about how well a school is performing and preparing its students for college and careers.

In particular, the School Performance Reports seek to:

- **Focus** attention on metrics that are indicative of college and career readiness.
- **Benchmark** a school's performance against other peer schools that are educating similar students, against statewide outcomes, and against state targets to illuminate and build upon a school's strengths and identify areas for improvement.
- **Improve** educational outcomes for students by providing both longitudinal and growth data so that progress can be measured as part of an individual school's efforts to engage in continuous improvement.

While the New Jersey School Performance Reports seek to bring more information to educators and stakeholders about the performance of schools, they do not seek to distill the performance of schools into a single metric, a single score, or a simplified conclusion. Instead, the intention is that educators and stakeholders will engage in deep, lengthy conversations about the full range of the data presented. As educators know well, measuring school performance is both an art and a science. While the School Performance Report brings attention to important student outcomes, NJDOE does not collect data about other essential elements of a school, such as the provision of opportunities to participate and excel in extracurricular activities; the development of non-cognitive skills like time management and perseverance; the pervasiveness of a positive school culture or climate; or the attainment of other employability and technical skills, as many of these data are beyond both the capacity and resources of schools to measure and collect well.

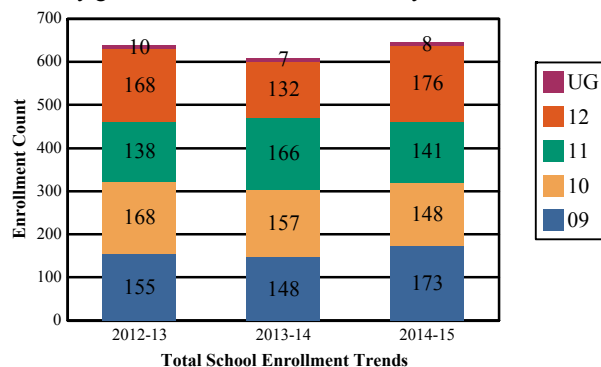
To learn more about New Jersey's school accountability system, please visit: <http://www.nj.gov/education/educators/>.

DEMOGRAPHIC INFORMATION

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Enrollment by Grade

This graph presents the count of students who were 'on roll' by grade in October of each school year.



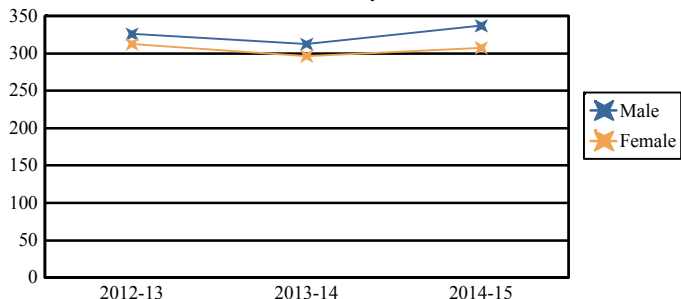
Total School Enrollment Trends

Note: "UG" represents the count of students who are 'on roll' in this school but who are educated in ungraded classrooms, meaning that the classrooms may contain students from multiple grade levels.

Total School Enrollment	
2012-13	639
2013-14	609
2014-15	645

Enrollment by Gender

This graph presents the count of students by gender who were 'on roll' in October of each school year.

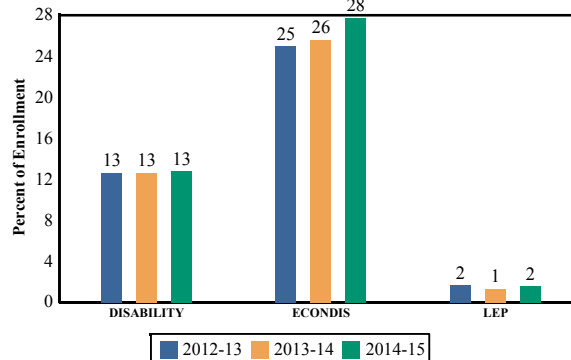


	Male	Female
2012-13	326	313
2013-14	313	297
2014-15	337	308

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Enrollment Trends by Program Participation

This graph presents the percentages of students by program participation who were 'on roll' in October of each school year.

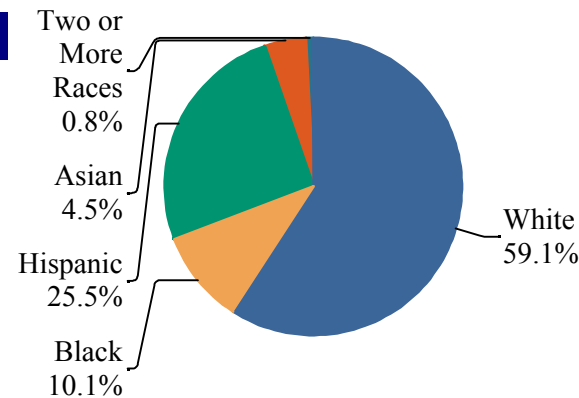


Current Year Enrollment by Program Participation

2014-15	Count of Students	% of Enrollment
Students with Disability	83	13%
Economically Disadvantaged Students	179	27.8%
English Language Learners	10	1.6%

Enrollment by Ethnic/Racial Subgroup

This graph presents the percentages of enrollment for each subgroup defined by the No Child Left Behind Act of 2001.



White	Black	Hispanic
Asian	American Indian	Pacific Islander
Two or More Races		

Language Diversity

This table presents the percentage of students who primarily speak each language in their home.

2014-15	Percent
English	80.1%
Spanish	15.2%
Vietnamese	1.1%
Arabic	0.8%
Urdu	0.6%
Hindi	0.3%
Other	1.9%

ACADEMIC ACHIEVEMENT

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The Academic Achievement section measures the content knowledge that students have in English Language Arts/Literacy (ELA/L), Mathematics and Biology as demonstrated in 2014-2015 *Partnership for Assessment of Readiness for College and Careers* (PARCC) assessments and the End-of-Course Biology assessment. The below chart consist of three columns with measures. The first column - Schoolwide Performance - below includes the percentage of students who met or exceeded expectations in ELA/L or Math. The middle column - Peer School Percentile - indicates how the school's outcomes compare to its group of peer schools. The last column - Statewide Percentile - indicates how the school's outcomes compare to schools across the state in ELA/L.

Academic Achievement	Schoolwide Performance	Peer Percentile	State Percentile
HS English Language Arts/Literacy Met or Exceeded Expectation	53%	84	78
Math Met or Exceeded Expectation	41%		

ESEA Waiver - English Language Arts/Literacy

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	273	53.2%	95%	88.2%	NO
White	166	54.9%	95%	86.1%	NO
African American	-	-	--	--	--
Hispanic	68	58.8%	95%	91.5%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	40	20%	95%	93.5%	YES*
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	70	42.9%	95%	88.5%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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ESEA Waiver - Math

This table presents, for each subgroup in the school, the total number of valid test scores, the percentage of students who met or exceeded expectations, the assessment participation goal, and the participation rate. The participation goal is established as 95% by the United States Department of Education.

Subgroups	Valid Scores	% Meeting Standards	Participation Goal	Participation Rate	Met Participation?
Schoolwide	272	40.5%	95%	87.7%	NO
White	166	42.8%	95%	85.3%	NO
African American	-	-	--	--	--
Hispanic	68	44.1%	95%	91.5%	YES*
American Indian	-	-	--	--	--
Asian	-	-	--	--	--
Two or More Races	-	-	--	--	--
Students with Disability	-	-	--	--	--
English Learner Students	-	-	--	--	--
Economically Disadvantaged Students	69	31.9%	95%	87.4%	NO

YES* = Met Participation Rate (Participation Averaging applied)

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

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Proficiency Outcomes - Biology

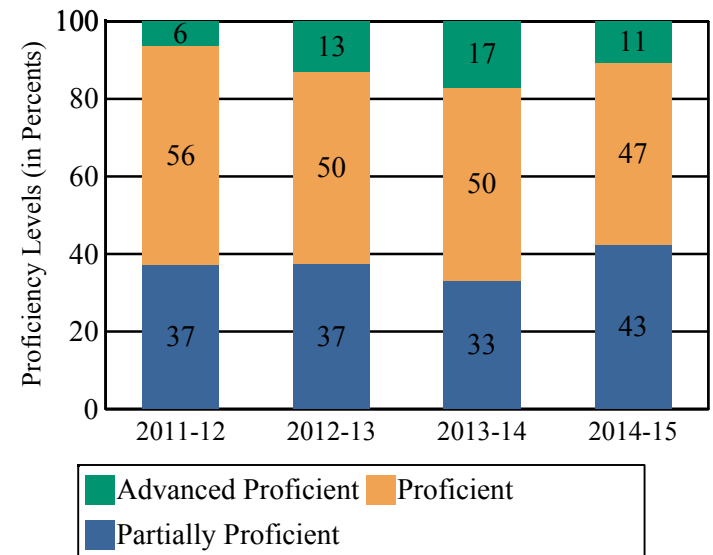
This table presents the percentage of students who scored in the Advanced Proficient, Proficient and Partially Proficient categories of the New Jersey Biology Competency Test (NJBCT) in the latest school year.

Subgroups	Advanced	Proficient	Partially Proficient
Schoolwide	11%	47%	43%
White	12%	48%	39%
African American	-	-	-
Hispanic	12%	49%	39%
American Indian	-	-	-
Asian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	6%	48%	46%

Data is presented for subgroups when the count is high enough under ESEA Waiver suppression rules.

Proficiency Trends - Biology

This graph presents the percentage of students who scored in the Advanced Proficient, Proficient, and Partially Proficient categories of the Biology Competency Test over the last four years.



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PARCC Performance Level

The PARCC assesses how well students have learned grade-level material in English Language Arts/Literacy (ELA/L) and Math. The tests include questions that measure students' fundamental skills and knowledge, and require them to think critically, solve problems and support or explain their answers.

The PARCC reports students' overall scale scores that range from 650 to 850. To determine whether students have met academic expectations for their grade level/course in ELA/L and Math, students' overall scale scores are categorized into five Performance Levels. Students performing at levels 4 and 5 (met or exceeded expectations) have demonstrated readiness for the next grade level/course, and are on track for college and careers.

Five Performance Levels				
Level 1: Did Not Yet Meet Expectations <i>(Min. 650)</i>	Level 2: Partially Met Expectations	Level 3: Approached Expectations	Level 4: Met Expectations	Level 5: Exceeded Expectations <i>(Max. 850)</i>

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PARCC ELA Performance Distribution - Grade - 09

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	162	752	739	9%	11%	23%	48%	9%	57%	41%
White	99	753	746	9%	10%	23%	45%	12%	58%	47%
African American	14	739	723	7%	21%	36%	36%	0%	36%	23%
Hispanic	40	756	725	8%	5%	23%	60%	5%	65%	26%
American Indian	-	-	732	-	-	-	-	-	-	33%
Asian	-	-	765	-	-	-	-	-	-	68%
Two or More Races	-	-	731	-	-	-	-	-	-	36%
Students with Disability	18	703	706	56%	17%	17%	11%	0%	11%	9%
English Language Learners	-	-	693	-	-	-	-	-	-	5%
Economically Disadvantaged Students	49	741	724	12%	18%	22%	47%	0%	47%	24%

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PARCC ELA Performance Distribution - Grade - 10

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	107	746	735	19%	18%	17%	25%	21%	47%	38%
White	64	751	741	17%	17%	17%	25%	23%	48%	43%
African American	-	-	717	-	-	-	-	-	-	22%
Hispanic	27	744	720	19%	11%	19%	37%	15%	52%	24%
American Indian	-	-	725	-	-	-	-	-	-	27%
Asian	-	-	763	-	-	-	-	-	-	62%
Two or More Races	-	-	729	-	-	-	-	-	-	34%
Students with Disability	18	709	698	39%	33%	11%	11%	6%	17%	8%
English Language Learners	-	-	685	-	-	-	-	-	-	4%
Economically Disadvantaged Students	19	732	718	21%	32%	16%	21%	11%	32%	23%

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PARCC ELA Performance Distribution - Grade - 11

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 -Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	124	760	741	8%	10%	24%	34%	24%	58%	42%
White	63	759	745	10%	11%	22%	30%	27%	57%	46%
African American	13	745	727	8%	15%	38%	23%	15%	38%	27%
Hispanic	37	768	731	3%	3%	24%	46%	24%	70%	31%
American Indian	-	-	745	-	-	-	-	-	-	38%
Asian	-	-	765	-	-	-	-	-	-	64%
Two or More Races	-	-	738	-	-	-	-	-	-	38%
Students with Disability	18	714	712	28%	17%	33%	22%	0%	22%	16%
English Language Learners	-	-	703	-	-	-	-	-	-	6%
Economically Disadvantaged Students	35	757	730	6%	6%	40%	31%	17%	49%	30%

PARCC ALGEBRA I - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	140	743	740	4%	17%	39%	40%	1%	41%	40%
White	78	745	746	4%	15%	37%	44%	0%	44%	47%
African American	16	734	722	0%	25%	56%	19%	0%	19%	20%
Hispanic	38	745	725	5%	16%	32%	45%	3%	47%	21%
American Indian	-	-	733	-	-	-	-	-	-	35%
Asian	-	-	769	-	-	-	-	-	-	73%
Two or More Races	-	-	734	-	-	-	-	-	-	35%
Students with Disability	17	712	710	24%	59%	6%	12%	0%	12%	8%
English Language Learners	-	-	710	-	-	-	-	-	-	7%
Economically Disadvantaged Students	48	736	725	4%	25%	42%	29%	0%	29%	21%

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PARCC GEOMETRY - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	112	736	728	7%	31%	27%	34%	1%	35%	21%
White	73	738	731	7%	27%	29%	36%	1%	37%	24%
African American	-	-	716	-	-	-	-	-	-	7%
Hispanic	27	735	718	7%	33%	22%	37%	0%	37%	8%
American Indian	-	-	722	-	-	-	-	-	-	12%
Asian	-	-	751	-	-	-	-	-	-	54%
Two or More Races	-	-	724	-	-	-	-	-	-	20%
Students with Disability	-	-	709	-	-	-	-	-	-	4%
English Language Learners	-	-	710	-	-	-	-	-	-	6%
Economically Disadvantaged Students	19	735	718	5%	37%	16%	42%	0%	42%	8%

PARCC ALGEBRA II - Performance Distribution

This table presents the grade level outcomes, as measured by PARCC, in all five performance levels for all subgroups. PARCC consists of five performance levels: Level 1 - Did not yet meet grade-level expectations, Level 2 - Partially met expectations, Level 3 - Approached expectations, Level 4 - Met expectations, and Level 5 - Exceeded expectations.

Subgroup	Valid Scores	Mean Scale Score	State Mean Scale Score	% Level_1	% Level_2	% Level_3	% Level_4	% Level_5	% Met/ Exceeded Expectation	State % Met/Exceeded Expectation
Schoolwide	121	739	721	8%	24%	31%	35%	2%	36%	24%
White	64	741	725	8%	25%	30%	36%	2%	38%	27%
African American	14	723	701	7%	50%	21%	21%	0%	21%	8%
Hispanic	35	745	706	6%	9%	43%	40%	3%	43%	10%
American Indian	-	-	720	-	-	-	-	-	-	23%
Asian	-	-	751	-	-	-	-	-	-	53%
Two or More Races	-	-	716	-	-	-	-	-	-	21%
Students with Disability	-	-	691	-	-	-	-	-	-	4%
English Language Learners	-	-	694	-	-	-	-	-	-	6%
Economically Disadvantaged Students	32	728	705	13%	25%	41%	22%	0%	22%	9%

COLLEGE AND CAREER READINESS

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Students in high schools begin to demonstrate college readiness behaviors long before they actually graduate from high school. Among those behaviors are taking college entrance exams and challenging themselves with rigorous course work. The table below presents five such indicators: the percentage of students enrolled in the 12th grade who took the SAT or ACT, the percentage of 10th and 11th graders who took the PSAT, the percentage of students who scored above the SAT benchmark of 1550, the percentage of 11th and 12th graders who took at least one AP or IB test in English, math, social studies or science, and the percentage of those AP or IB tests that were scored a 3 or higher.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in the school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The last column - Met Target? - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentiles, the average of statewide percentiles and the percentage of statewide targets met.

College and Career Readiness Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Target	Met Target?
Percent of Students Participating in SAT or ACT	76%	23	35	80%	NO
Percent of Students Participating in PSAT or PLAN	97%	81	75	60%	YES
Percent of Students Scoring Above 1550 on SAT	35%	23	46	40%	NO
Percent of Students Taking at least one AP Test or IB Test in English, Math, Social Studies or Science	14%	26	30	35%	NO
Percent of AP Tests ≥ 3 or IB Test ≥ 4 in English, Math, Social Studies or Science	75%	55	65	75%	YES
Summary		42	50		40%

College Readiness Test Participation

The first column of the table below presents the percentage of students enrolled in the 12th grade who took the SAT or ACT and the percentage of students enrolled in 10th and 11th grade who took the PSAT. The second column provides the average across the school's peer group for these two metrics.

2014-15 Percent of Students	School	Peer Avg.	State Avg
Participating in SAT	74.4%	79.1%	79.1%
Participating in ACT	10.8%		25.2%
Participating in PSAT or PLAN	96.9%	80.4%	79.6%
Participating in Dual Enrollment	2.2%		14.9%

AP/IB Participation - 'Unique' Students

The table below presents the proportion of 'unique' students enrolled in at least 11th and 12th grade i.e., each student is counted once regardless of how many AP or IB courses he/she may take. The table also presents the proportion of how many 'unique' students took at least one AP or IB test to the school's enrollment in 11th and 12th grade.

2014-15 Percent of Students Taking	School	Peer Avg.	State Avg.
One or More Course	18.3%	37.3%	36.3%
One or More Test	16.1%	32.4%	30.7%
At least one AP or IB Test in English, Math, Social Studies or Science	13.9%	27.3%	25.3%

Note: Students who are enrolled in AP/IB coursework or take AP/IB tests in grades other than 11th and 12th are included in the numerator of this calculation.

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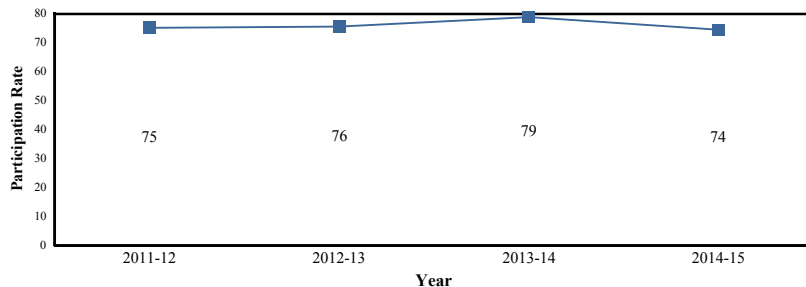
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Participation Trends - SAT Testing

Participation Trends - SAT Testing

This graph presents the participation rate in the SAT over the last four years.



Scholastic Assessment Test (SAT) Results

This table presents the percentage of students who achieved a composite SAT score of 1550 or higher. The SAT benchmark score of 1550 (Critical Reading, Mathematics and Writing Score combined) indicates a 65 percent likelihood of achieving a B- average or higher during the first year of college, which in turn has been found by the College Board's research to be indicative of a high likelihood of college success and completion.

2014-15	School	Peer Avg.	State Avg.
Percent of Students Scoring Above 1550 on SAT	35.1%	45.9%	43.8%

Composite SAT Score

This chart presents the average composite SAT score from the last academic year for students enrolled in this school as well as the average scores achieved in Critical Reading, Mathematics and Writing. The averages from this school's peer group are also presented.

2014-15	School	Peer Avg.	State Avg.
Composite SAT Score	1,474	1,539	1,508
Critical Reading	480	502	496
Mathematics	516	530	518
Writing	478	507	494

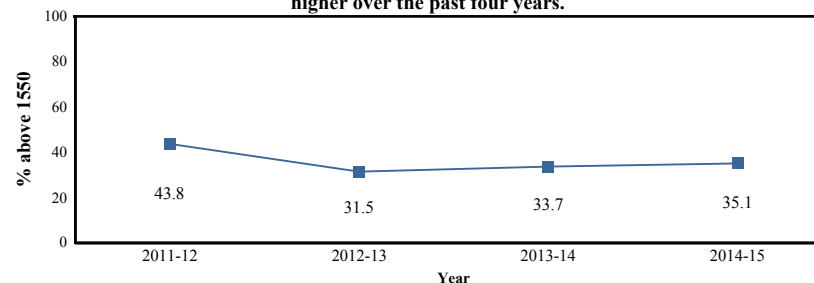
AP /IB Test Results

This table presents the percentage of all AP/IB tests taken by students enrolled in the school that were scored AP ≥ 3 and scored IB ≥ 4 .

2014-15	School	Peer Avg.	State Avg.
Percent of AP Tests ≥ 3 or IB Test ≥ 4	80.4%	72.1%	72.4%
Percent of Scores in AP ≥ 3 or IB ≥ 4 in English, Math, Social Studies or Science	75.0%	72.7%	69.7%

SAT Benchmark Trends

This chart presents the percentage of students who achieved a composite SAT score of 1550 or higher over the past four years.



Composite SAT Score

This chart presents the scores achieved in Critical Reading, Mathematics and Writing by the students at the 25th percentile, the 50th percentile and the 75th percentile of the school's distribution of SAT scores.

2014-15	Critical Reading	Mathematics	Writing
75th Percentile	540	575	545
50th Percentile	470	520	460
25th Percentile	415	445	420

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AP/IB Courses Offered

This table presents the count of students enrolled in each AP/IB course offered in this school in the first column. The second column presents the count of tests taken in each AP/IB course. The numbers may not match as some students do not take the test in the same year as they take the course and some students may take the course without taking the test or vice versa.

AP/IB Course Name	Students Enrolled	Students Tested
AP Calculus AB	20	17
AP Biology	20	19
AP English Language and Composition	15	14
AP Physics 1	14	14
AP Spanish Language	14	10
AP Chemistry	9	9
AP European History	7	4
AP English Literature and Composition	1	1

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Visual and Performing Arts

The chart below contains the percentage of students who were enrolled in at least one Dance, Drama/Theater, Music or Visual Arts class in this school. The last row shows the percentage of students who were enrolled in any Visual and Performing Arts classes in the school.

Percent of Students Enrolled	School	State
Dance	8.0%	2.1%
Drama/Theater	6.4%	3.8%
Music	24.0%	17.8%
Visual Arts	43.8%	31.7%
Total: All Visual and Performing Arts	66.9%	49.9%

N/R - Data Not Reported

Participation in Career Readiness

The chart below contains percentage of students who were participants in an approved Career and Technical Education Program in this school as well as across the State of New Jersey.

Percent of Students Enrolled	School	State
Participating in CTE	0.5%	18.3%
Structured Learning Experience	6.5%	7.0%

N/R - Data Not Reported

GRADUATION AND POSTSECONDARY

MIDDLESEX

GRADE SPAN 09-12

**MIDDLESEX HIGH SCHOOL
300 JOHN F. KENNEDY DRIVE
MIDDLESEX, NJ 08846-1489**

This section of the performance report presents data about graduation, dropout and post-secondary attendance. The graduation rate is calculated according to the ESEA Cohort methodology as required by the United States Department of Education. Dropout rates are calculated from student-level data submitted by districts for students officially classified as dropouts. The dropout rate is the count of students who dropout in an academic year divided by the school's total enrollment.

The below chart consist of five columns with measures. The first column - Schoolwide Performance - represents the outcomes for these particular indicators in this school. The second column - Peer School Percentile - indicates how the school's performance compares to its group of peer schools. The third column - Statewide Percentile - indicates how the school's performance compares to schools across the state.. The fourth column - Statewide Target - provides the statewide targets for each of these indicators. The Statewide Target for Graduation Rate was established pursuant to NJDOE's ESEA Accountability Workbook. The last column - Met Target - indicates whether the School Performance met or exceeded the statewide target. The Summary row presents the averages of the peer school percentile, the average of statewide percentile and the percentage of statewide targets met.

Graduation & Post Secondary Indicators	Schoolwide Performance	Peer Percentile	Statewide Percentile	Statewide Targets	Met Target
Overall Graduation Rate	91%	26	36	78%	YES
Dropout Rate	0.8%	16	37	2%	YES
SUMMARY - Graduation & Post-Secondary		21	37		100%

Graduation Rate by Subgroup

This table presents for all NCLB-identified subgroups the "4-year Adjusted Graduation Rate." This rate calculates the percentage of students who are awarded a regular, high school diploma within four years of becoming a first-time ninth grader. The rate is adjusted to account for students who 'transfer-in' and for students who are verified as 'transfers-out'.

	School	State Target
Schoolwide	91%	78%
White	91%	
African American	-	
Hispanic	88%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	-	
English Language Learners	-	
Economically Disadvantaged Students	84%	

Dropout Rate by Subgroup

This table presents for all NCLB-identified subgroups the Dropout rate. This rate calculates the percentage of students who are classified as dropouts divided by the school's total enrollment and by each subgroup enrollment.

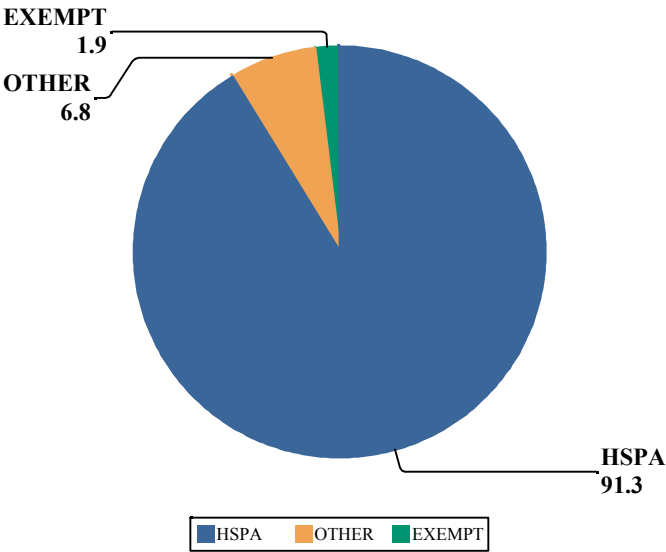
	School	State Target
Schoolwide	.8%	2%
White	.8%	
African American	0%	
Hispanic	1.2%	
American Indian	-	
Asian	-	
Native Hawaiian	-	
Two or More Races	-	
Students with Disability	1.2%	
English Language Learners	-	
Economically Disadvantaged Students	0%	

GRADUATION AND POSTSECONDARY

MIDDLESEX
MIDDLESEX BORO

Graduation Pathway Rates

This chart presents the percentage of high school graduates who graduated by passing both sections of the HSPA, who were exempt from passing the HSPA, or who demonstrated proficiency through an alternative pathway such as through the Alternative High School Assessment, achievement of the 'Just Proficient Mean' or an appeal process.



Extended Year Graduation Rate

The chart below presents the 4-year and 5-year graduation rate for the prior school year's cohort in addition to the 4-year graduation rate for last year's cohort.

Class of	4-year Rate	5-year Rate
2012	89%	92%
2013	95%	98%
2014	89%	93%
2015	91%	

Postsecondary Enrollment Rates

This chart presents the enrollment rates of this school's high school graduates, 16-months after high school graduation. The data is from the National Student Clearinghouse which reports that it collects student-level enrollment data from 95% of Institutions of Higher Education nationwide.

The last columns indicate, for the schoolwide total and each subgroup, the percentage of postsecondary enrollees that were enrolled in either a 2 year or a 4 year institution.

	Percent Enrolled	Percent in 2 Year	Percent in 4 Year
Statewide	78.5%	34.3%	64.7%
Schoolwide	83%	49.5%	50.5%
White	83.5%	40.9%	59.1%
African American	-	-	-
Hispanic	76.3%	69%	31%
Asian	-	-	-
American Indian	-	-	-
Native Hawaiian	-	-	-
Two or More Races	-	-	-
Students with Disability	-	-	-
English Language Learners	-	-	-
Economically Disadvantaged Students	-	-	-

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

GRADE SPAN 09-12

**MIDDLESEX HIGH SCHOOL
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This section of the performance report presents data about the achievement gap that exists within a school - as measured by the difference between the students' scale scores at the 25th and 75th percentile in the school, the Interquartile Range (IQR). Taken together with an understanding of the overall and average achievement levels in the school, the IQR furthers an understanding of the range of student outcomes that exist in a school. A school gap smaller than the state gap indicates that the school's range of student outcomes is narrower than the state's while a school gap broader than the state gap indicates that the school's range of student outcomes is larger than the state's.

Grade Level - 09

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	828	850
75th	774	766
50th	755	739
25th	736	710
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	38	56

PARCC ALG-1 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	799	821
75th	758	762
50th	743	735
25th	729	711
0th	656	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	29	51

WITHIN SCHOOL ACHIEVEMENT GAP

MIDDLESEX

MIDDLESEX BORO

Grade Level - 10

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	850	850
75th	784	766
50th	744	733
25th	708	699
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	76	67

Grade Level - 11

PARCC English Language Arts/Literacy 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	841	850
75th	791	768
50th	758	740
25th	733	711
0th	672	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	58	57

23-3140-050
MIDDLESEX HIGH SCHOOL
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GRADE SPAN 09-12

PARCC GEO 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	780	793
75th	755	747
50th	738	726
25th	716	710
0th	686	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	39	37

PARCC ALG-2 25th %ile vs 75th%ile

This table presents the scale scores associated with students at the bottom (0th percentile), the 25th percentile, the 50th percentile, the 75th percentile and the top (99th percentile) of school's distribution.

Percentile	School Scale Score	State Scale Score
99th	806	813
75th	763	748
50th	742	718
25th	716	692
0th	650	650

	Scale Score Gap - School	Scale Score Gap - State
25th vs 75th Gap	47	56

Length of School Day

This table presents the amount of time a school is in session for a typical student on a normal school day.

	School
2014-15	6 Hrs. 26 Mins.

Student Suspension Rate

This table presents the percentage of students who were suspended one or more times during the school year.

	School
2014-15	4.8%

Instructional Time

This table presents the amount of time that a typical student is engaged in instructional activities under the supervision of a certified teacher.

2014-15	School
Full Time	5 Hrs. 24 Mins.
Shared Time	3 Hrs. 28 Mins.

Student Expulsions

This table presents the number of students who were expelled from the school and district during the school year.

	School
2014-15	0

Student to Staff Ratio

This table presents the count of students per faculty member or administrator in the school. All staff are counted in full-time equivalents.

2014-15	School
Faculty	11
Administrators	322

SCHOOL PEER GROUP

**MIDDLESEX
MIDDLESEX BORO**

GRADE SPAN 09-12

**23-3140-050
MIDDLESEX HIGH SCHOOL
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This table presents the list of peer schools in alphabetical order by county name that was created specifically for this school (highlighted in yellow). Peer schools are drawn from across the state and represent schools that have similar grade configurations and that are educating students of similar demographic characteristics, as measured by enrollment in Free/Reduced Lunch Programs, Limited English Proficiency or Special Education Programs.

<u>COUNTY NAME</u>	<u>DISTRICT NAME</u>	<u>SCHOOL NAME</u>	<u>CDS CODE</u>	<u>GRADES PAN</u>	<u>ECONOMICALLY DISADVANTAGED</u>	<u>ENGLISH LANGUAGE LEARNER</u>	<u>SPECIAL EDUCATION</u>
BERGEN	FORT LEE BORO	FORT LEE HIGH SCHOOL	03-1550-050	09-12	24%	5.7%	13.3%
BERGEN	HASBROUCK HEIGHTS BORO	HASBROUCK HEIGHTS HIGH SCHOOL	03-2080-050	09-12	17.8%	1.8%	12.4%
BERGEN	LEONIA BORO	LEONIA HIGH SCHOOL	03-2620-050	09-12	16.6%	6.1%	12.3%
BERGEN	LYNDHURST TWP	LYNDHURST HIGH SCHOOL	03-2860-050	09-12	22.6%	1.8%	15.5%
BERGEN	NORTH ARLINGTON BORO	NORTH ARLINGTON HIGH SCHOOL	03-3600-050	09-12	20.6%	1.2%	17.1%
BERGEN	RIDGEFIELD BORO	RIDGEFIELD MEMORIAL HIGH SCHOOL	03-4370-050	09-12	25.2%	2.2%	27.2%
BERGEN	TEANECK TWP	TEANECK HIGH SCHOOL	03-5150-050	09-12	26%	1.3%	18.5%
BERGEN	WOOD-RIDGE BORO	WOOD-RIDGE HIGH SCHOOL	03-5830-050	09-12	24.8%	1.6%	13.9%
BURLINGTON	BORDENTOWN REGIONAL	BORDENTOWN REGIONAL HIGH SCHOOL	05-0475-050	09-12	25.8%	2.2%	12.3%
BURLINGTON	BURLINGTON TWP	BURLINGTON TOWNSHIP HIGH SCHOOL	05-0620-010	09-12	23.1%	1.8%	12.6%
CAMDEN	BLACK HORSE PIKE REGIONAL	TRITON REGIONAL HIGH SCHOOL	07-0390-050	09-12	29.4%	2%	17.2%
CAMDEN	CHERRY HILL TWP	CHERRY HILL HIGH SCHOOL WEST	07-0800-040	09-12	29.8%	1%	19.2%
MERCER	LAWRENCE TWP	LAWRENCE HIGH SCHOOL	21-2580-040	09-12	24.2%	2.6%	15.3%
MIDDLESEX	EDISON TWP	JOHN P. STEVENS HIGH SCHOOL	23-1290-053	09-12	18.7%	2.2%	7.8%
MIDDLESEX	MIDDLESEX BORO	MIDDLESEX HIGH SCHOOL	23-3140-050	09-12	27.8%	1.6%	12.2%
MIDDLESEX	OLD BRIDGE TWP	OLD BRIDGE HIGH SCHOOL	23-3845-040	09-12	26.1%	1.7%	13.9%
MIDDLESEX	SOUTH PLAINFIELD BORO	SOUTH PLAINFIELD HIGH SCHOOL	23-4910-050	09-12	29.4%	1.2%	12.6%
MONMOUTH	HENRY HUDSON REGIONAL	HENRY HUDSON REGIONAL SCHOOL	25-2120-050	07-12	23.4%	2%	19.9%
MONMOUTH	OCEAN TWP	OCEAN TOWNSHIP HIGH SCHOOL	25-3810-030	09-12	26.2%	3.3%	16.3%
MONMOUTH	RED BANK REGIONAL	RED BANK REGIONAL HIGH SCHOOL	25-4365-050	09-12	22.8%	1.7%	11.4%
MORRIS	BOONTON TOWN	BOONTON HIGH SCHOOL	27-0450-020	09-12	16.5%	1.8%	17%
MORRIS	MORRIS HILLS REGIONAL	MORRIS HILLS HIGH SCHOOL	27-3370-050	09-12	23.3%	2.4%	11.1%
MORRIS	MORRIS SCHOOL DISTRICT	MORRISTOWN HIGH SCHOOL	27-3385-050	09-12	26.9%	8.2%	11.6%

SCHOOL PEER GROUP

MIDDLESEX

MIDDLESEX BORO

GRADE SPAN 09-12

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MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HIGH SCHOOL	27-3950-050	09-12	21.9%	2.5%	15.5%
MORRIS	PARSIPPANY-TROY HILLS TWP	PARSIPPANY HILLS HIGH SCHOOL	27-3950-053	09-12	14.6%	1.8%	15.1%
PASSAIC	HAWTHORNE BORO	HAWTHORNE HIGH SCHOOL	31-2100-050	09-12	24.1%	1.5%	19%
PASSAIC	PASSAIC VALLEY REGIONAL	PASSAIC VALLEY REGIONAL HIGH SCHOOL	31-3990-050	09-12	24.5%	1.3%	12.2%
SOMERSET	SOMERVILLE BORO	SOMERVILLE HIGH SCHOOL	35-4820-050	09-12	15%	2.2%	10.9%
SUSSEX	HOPATCONG	HOPATCONG HIGH SCHOOL	37-2240-030	09-12	28.3%	0.7%	23.6%
UNION	SUMMIT CITY	SUMMIT HIGH SCHOOL	39-5090-050	09-12	17.5%	2.5%	11.5%
WARREN	HACKETTSTOWN	HACKETTSTOWN HIGH SCHOOL	41-1870-050	09-12	13%	2.1%	14.2%